

PROTOCOL FOR CONTINUING ACCREDITATION

State Program Approval and NCATE Unit Accreditation
for Professional Education Units in the State of Maryland

This Protocol for Maryland continuing accreditation and state program approval is in effect October 2001 through October 2006. Program review documents using NCATE standards are required as specified by NCATE. An NCATE team consisting of Maryland and national members conducts the on-site review with a state agency consultant and observer(s) from the Maryland teacher association(s).

NCATE Requirements

State Requirements

Dates of Visit	<p>Semesters and years of visits are negotiated with the Maryland State Department of Education (MSDE) to ensure that NCATE-accredited institutions are on the same five-year cycle with scheduled state visits.</p> <p>Visits are scheduled from Saturday through Wednesday noon.</p>	<p>Institutions must confirm specific dates for on-site visits with the Maryland State Department of Education (MSDE) before submission to NCATE. This concurrent review of programs using both NCATE and Maryland Teacher Education <i>Redesign</i> standards will result in state approval being granted for the same 5-year period as NCATE accreditation.</p>
Timelines	<p>Information to prepare for the five-year continuing visit is sent to the institution two years prior to the visit.</p>	<p>Information to prepare for the review of progress toward implementation of the Maryland Teacher Education <i>Redesign</i> is sent to the institution 2-years prior to the visit.</p>
Program review documents	<p>NCATE coordinates program reviews by national professional education associations with guidelines that have been approved by the Specialty Areas Studies Board. Institutions are required to submit program review documents to NCATE for a national review. Programs found in compliance with national guidelines at the previous review must submit an interim report approximately 1-year before the visit. Full program review documents must be submitted a year before the visit for the following cases: programs not in compliance at the previous review, new guidelines approved by NCATE since the previous review and/or guidelines that have undergone major revision since the previous review. Two years before the visit, NCATE sends the unit a Status of Program review documents report that indicates the Program review documents that must be submitted. NCATE standards apply to the professional education unit.</p>	<p>Institutions must submit program review documents to NCATE to meet preconditions for review and to meet state requirements.</p> <p>Copies of the findings from the national review are sent to MSDE for monitoring the status and vitality of programs.</p> <p>All program reviews must be approved no later than one year subsequent to the onsite visit.</p> <p>Any programs for which NCATE does not nationally review, must be reviewed by the MSDE (State Program Report).</p>
Standards	<p>NCATE standards apply to the professional education unit.</p>	<p>NCATE standards apply to the professional education unit. The Maryland Teacher Education <i>Redesign</i> provides the standards for the state review. Charts developed by MSDE document state and NCATE alignment.</p>

Institutional Report	<p>The institution prepares a 100 page Continuing Report as outlined in the <i>Handbook for Continuing Accreditation Visits</i>.</p> <p>The institution sends one copy of the institutional report and 1 copy of the undergraduate and graduate (if applicable) catalogue for each report to each NCATE member, state consultant; and two copies are sent to NCATE.</p>	<p>The institution prepares a 20-page Redesign Implementation Report and submits two copies to MSDE and one copy to each State/NCATE team member six weeks prior to the visit.</p> <p>Institutions may opt to write one IR based on NCATE standards with embedded state policies and performance criteria.</p> <p>The unit sends one copy of the NCATE Continuing Report to each member of the state team.</p>
Previsit	<p>The NCATE chair meets with the consultant from MSDE, and the institution's unit head and/or designee to plan for the visit. This previsit occurs at the institution within 60 days of the visit.</p> <p>The team chairs should have received copies of the institution's report(s) before the previsit (See <i>Handbook for Continuing Accreditation Visits</i> for details).</p>	<p>The State Chair, the Director of Teacher Quality, and the MSDE consultant attend the previsit and should have received a copy of the institution's report(s).</p>
Team Members	<p>A national team is selected from NCATE's Board of Examiners (BOE). The team includes representatives from organizations of teacher educators, education professionals, and/or policy makers.</p>	<p>MSDE chooses Maryland team members who will be part of the NCATE team.</p> <p>A MSDE consultant will be assigned to the NCATE team.</p>
Team Size	<p>A three- five-member national team is assigned. The size of the team depends on a combination of factors, including the number of programs, number of candidates, size of faculty, and degree levels.</p>	<p>Depending upon the size of the national NCATE team, two to four Maryland trained state members are assigned to the joint team.</p>
Team Chairs	<p>A national NCATE team member is appointed chair.</p>	<p>The state will choose a chair who will serve as assistant chair of the joint team.</p>
Team Decisions	<p>The on-site team members who are voting members determine the content of the findings section of the report and the weaknesses to be cited for each standards category. The team generally uses a consensus process.</p>	<p>State members of the NCATE team participate fully in team decision making and voting.</p> <p>The MSDE consultant may participate in data collection and team discussions, but does not vote on whether standards are met.</p>
Team Expenses	<p>The institution covers all travel and maintenance expenses for the three to five members of the NCATE team and the team chair's previsit.</p>	<p>The institution covers the expenses for State NCATE team members, with one half of their expenses reimbursed by the state, if state funds are appropriated.</p> <p>MSDE covers expenses for the MSDE consultant. The teachers' association(s) cover(s) expenses for their observer(s).</p>
Team Training	<p>NCATE team members have successfully completed NCATE training in the past six-years.</p>	<p>State team members will have been trained by NCATE and the state prior to team assignment.</p>
Other Team Participants (Consultants, Representatives, Observers)	<p>NCATE invites the state education agency (MSDE) to appoint a consultant and the affiliates of the NEA and AFT to appoint representatives. Observers from appropriate organizations may join the on-site visit. All expenses for these participants are covered by the respective agencies.</p>	<p>The MSDE consultant participating on an NCATE team is assigned by MSDE.</p>

On-Site Visit	<p>The NCATE template for on-site visits guides the conduct of the visit as outlined in the <i>Handbook for Continuing Accreditation Visits</i>.</p> <p>An exit conference is conducted before the team departs on Wednesday. It is conducted by the NCATE chair. The institution is represented by the unit head and the coordinator of the NCATE review; the president and/or provost may also attend.</p>	<p>The State Team Chair, the Director of Teacher Quality, and the MSDE consultant will participate in the exit interview.</p>
NCATE Team Report	<p>The NCATE joint team report includes the joint team's responses to six unit standards at both the basic and advanced levels, as appropriate.</p> <p>The NCATE team chair mails a draft of the report to the NCATE office and to each member of the joint team for review and editing. The chair incorporates suggestions from team members and NCATE staff, and sends the next draft to the unit head to review for factual accuracy. The unit has approximately five days to respond in writing. After receiving the unit's response and making appropriate changes, if necessary, the chair submits the final report to NCATE.</p> <p>NCATE mails two copies of the report to the institution and copies to MSDE.</p>	<p>The NCATE joint report includes the findings of the team members regarding progress toward implementation of the Maryland <i>Redesign</i> of Teacher Education. A state addendum report will address Components II: Extensive Internship and Component IV: Linkage with K-12 Priorities. The state report includes areas for improvement (weaknesses) which the unit needs to address.</p> <p>The State Team Chair and the State consultant mail a draft of the addendum report to the BOE chair after review and editing. After receiving the MSDE addendum report and making appropriate changes, if necessary, the BOE chair incorporate the report into the NCATE joint report.</p>
Institutional Rejoinder	<p>The institution submits to NCATE six copies of its rejoinder to the NCATE joint report within 30 days after receipt of the NCATE joint report.</p>	<p>The institution submits one copy of its rejoinder to the NCATE joint report to MSDE.</p> <p>The unit submits one copy of its rejoinder to the State report within 30 days after receipt of the State report.</p>
Final Action Report	<p>Within a month after the NCATE Unit Accreditation Board takes action on the continuing accreditation of the institution, NCATE sends the chief executive officer and head of the professional education unit a letter that indicates the official action: 1) continued accreditation or 2) continued accreditation with probation (requiring a full visit within 2 years). This action letter also lists all weaknesses that must be addressed annually by the institution in its report to NCATE.</p> <p>One copy of the action report is mailed to MSDE.</p>	<p>A copy of the final NCATE report is sent to the Assistant State Superintendent for Certification and Accreditation and the Chief of Program Approval and Assessment.</p> <p>MSDE uses NCATE's accreditation evaluations and the report of state team members in making program approval decisions.</p> <p>Final approval decisions are made by the State Superintendent and are conveyed in writing to the president of the institution and the head of the professional education unit in a letter that indicates the official action: 1) continued state approval or 2) continued state approval with probation (requiring a full visit within 2 years); or 3) denial. This action letter also lists all areas for improvement (weaknesses) that must be addressed annually by the institution in the Teacher Preparation Improvement Plan (TPIP) report.</p>